

about the money spent on our kids, educating our kids in the classroom.

As far as the statistics, reading from the gentleman's own report, he says that 99 percent, and I will read the same sentence, it does not say "to the classroom," it says, "distributed over 99 percent of the appropriations from the 10 programs to the States." It does not say "to the classrooms."

Now, if we read down lower on that page, page 3, it says if we exclude Title I, which is the most efficient program, and look at the other nine, we have an average of 86 percent in those nine programs. So from the gentleman's own report, and if the gentleman will look on page 10, it graphs each one as far as what is the administrative cost of the States, the States' use. If we just disregard the Federal use and look at the State agencies on page 10, only two programs meet the 5 percent or below. All the rest are above. That is just what the State administrative costs are, not the local administrative costs.

Our resolution states, "The local education agencies should work together to ensure that not less than 95 percent of all funds appropriated for the purpose of carrying out elementary and secondary education programs administered by the Department of education is spent to improve the academic achievement of our children in their classroom."

So what we are talking about is what is really important here. That is the kids in the classroom. That is what this resolution is all about, how are we going to impact the kids' learning and give the equipment, the tools to the teachers that directly impact the children, give them the aid that directly impacts their teaching so our kids can compete in this world. That is the goal of this resolution. I urge the Members to adopt it.

Mr. HOEKSTRA. Mr. Speaker, I yield myself such time as I may consume.

To close the debate, the direction that we are establishing for Federal involvement for education is that we want to move towards safe and drug-free schools. We want local schools that focus on basic academics. We want local control, and we want to drive dollars back to the classroom. That is where we believe and that is where we know we have the most leverage on improving our kids' education.

This resolution states that. It says that as a Federal Government, we are committed to moving Federal dollars back to the local level, where we can have the most impact. I urge my colleagues to support this resolution.

Ms. WOOSLEY. Mr. Speaker, I'm amazed that my colleagues on the other side of the aisle are supporting legislation to tell local communities how they should spend their education dollars.

Education in America has always been a local issue and I, for one, think it should stay local.

In the communities which I represent in Congress, Communities in Marin and Sonoma County, California, the decisions on how to

use education funds are made by locally elected school boards, with input from parents, educators and students.

They don't need Washington, DC telling them where to spend their money!

Every community in my district already spends the majority of its education funds in the classroom.

But, sometimes a community needs to spend funds in other ways, such as teacher training activities, educational technology or coordinated services.

No matter how much money we spend in the classroom, children must come to school ready to learn; teachers need to advance their skills; and students should have the benefit of modern educational technology.

We have always relied on parents, educators and local community leaders to make local education decisions. I urge my colleagues to show their trust in the folks back home by voting against H. Res. 303.

Mr. PACKARD. Mr. Speaker, I would like to urge my colleagues to support H. Res. 303, a resolution which urges that 95 cents of every federal education dollar be sent back to where they belong—in the hands of parents and teachers. The Dollars to the Classroom Resolution, H. Res. 303, calls on education agencies at all levels to ensure that 95 percent of federal spending for elementary and secondary education programs makes it into the classrooms of this country.

The Dollars to the Classroom Resolution recognizes the fact that learning takes place in a classroom, and thus student-focused expenditures on direct learning tools, such as books, computers, maps, and microscopes, should be prioritized. H. Res. 303 calls on education agencies to work together to ensure that federal elementary and secondary appropriations are put to use on instructional purposes for youth in classrooms. We must make a commitment to send more education dollars to schools, libraries, teachers, and students—not administrators and federal bureaucrats. The Dollars to the Classroom Resolution will require that 95 percent of federal education funds be used for classroom activities and services.

Mr. Speaker, I urge my colleagues to give teachers and parents the final authority over how education dollars are spent—not the federal government—and support H. Res. 303.

Mr. HOEKSTRA. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. STEARNS). The question is on the motion offered by the gentleman from Pennsylvania (Mr. GOODLING) that the House suspend the rules and agree to the resolution, House Resolution 303, as amended.

The question was taken.

Mr. HOEKSTRA. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

GENERAL LEAVE

Mr. HOEKSTRA. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within

which to revise and extend their remarks on House Resolution 303.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Michigan?

There was no objection.

FATHER THEODORE M. HESBURGH CONGRESSIONAL GOLD MEDAL ACT

Mr. BACHUS. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 1932) to authorize the President to award a gold medal on behalf of the Congress to Father Theodore M. Hesburgh, in recognition of his outstanding and enduring contributions to civil rights, higher education, the Catholic Church, the Nation, and the global community.

The Clerk read as follows:

H.R. 1932

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Father Theodore M. Hesburgh Congressional Gold Medal Act".

SEC. 2. FINDINGS.

The Congress finds that—

(1) Father Theodore M. Hesburgh, C.S.C., has made outstanding and enduring contributions to American society through his activities in civil rights, higher education, the Catholic Church, the Nation, and the global community;

(2) Father Hesburgh was a charter member of the United States Commission on Civil Rights from its creation in 1957 and served as chairperson of the Commission from 1969 to 1972;

(3) Father Hesburgh was president of the University of Notre Dame from 1952 until 1987, and has been president emeritus since 1987;

(4) Father Hesburgh is a national and international leader in higher education;

(5) Father Hesburgh has been honored with the Elizabeth Ann Seton Award from the National Catholic Education Association and with more than 130 honorary degrees;

(6) Father Hesburgh served as co-chairperson of the nationally influential Knight Commission on Intercollegiate Athletics and as chairperson, from 1994 to 1996, of the Board of Overseers of Harvard University;

(7) Father Hesburgh served under President Ford as a member of the Presidential Clemency Board, charged with deciding the fates of persons committing offenses during the Vietnam conflict;

(8) Father Hesburgh served as chairman of the board of the Overseas Development Council and in that capacity led fundraising efforts that averted mass starvation in Cambodia in 1979 and 1980;

(9) Father Hesburgh served from 1979 to 1981 as chairperson of the Select Commission on Immigration and Refugee Policy, which made recommendations that served as the basis of congressional reform legislation enacted 5 years later;

(10) Father Hesburgh served as ambassador to the 1979 United Nations Conference on Science and Technology for Development; and

(11) Father Hesburgh has served the Catholic Church in a variety of capacities, including his service from 1956 to 1970 as the permanent Vatican representative to the International Atomic Energy Agency in Vienna and his service as a member of the Holy See's delegation to the United Nations.